

Burlington Junior School Job Description

Senior Teaching Assistant (Level 3) Grade D

Relationships

Responsible to: Headteacher/Deputy Headteacher/SENCO/ Classroom Teacher/Higher Level Teaching Assistant

Responsible for: Sharing good practice and mentoring new Teaching Assistants or volunteers

Important Internal Relationships: Governors, Headteacher, Teaching and support staff at the school, Pupils

Important External Relationships: Parents, Visitors to the School – external agencies Police & Community Support Agencies, AFC

Main Purpose of the Job

- To work under the instruction and guidance of teaching staff.
- To undertake work, care or support programmes to enable access to learning for all pupils (including those with SEN).
- To assist the class teacher in the management of the pupils in the classroom.
- Work with the teacher to establish an appropriate learning environment.
- To supervise children at break and lunchtimes.
- To carry out any other duties that are reasonably requested by the Headteacher.

Main Responsibilities

Support for pupils

- Assist with, and implement, Personal Passports and Provision Plans, Behaviour Plans and Personal Care programmes.
- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities.
- Establish productive working relationships with pupils, setting high expectations.
- Promote the inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in curriculum activities.
- Assist with the general pastoral care of pupils, including helping those who are sick, distressed, injured or unsettled.
- Provide feedback to pupils in relation to progress and achievement.
- Under the guidance of the classroom teacher use specialist skills, training and experience to provide support for individuals and groups, in order to implement agreed learning activities, adjusting according to pupil responses/needs.
- Set challenging and demanding expectations and promote self-esteem and independence.

Support for teachers

- To assist the teacher to create and maintain a purposeful, orderly and supportive environment.
- Use strategies, as directed by the teacher, to support pupils to make progress.
- Deliver all aspects of the National Curriculum and provide detailed and regular feedback to teachers on pupils' achievement and progress.

- Involvement in the planning of lessons and learning activities as required.
- Select, make or adapt resources as necessary to deliver learning activities and instruct pupils in their use.
- Through observation, monitor and evaluate pupils' performance and responses to learning and provide objective and accurate feedback to the teacher, ensuring evidence is available.
- Differentiate teacher-planned activities where appropriate according to pupil needs.
- To take groups of pupils, or individuals, out of class where appropriate to lead on identified learning strategies eg Jump Ahead, Memory Magic, Phonics or Speech & Language interventions.
- Promote good pupil behaviour, dealing promptly with conflict and incidents and encourage pupils to take responsibility for their own behaviour.
- Prepare the classroom for lessons and ensure that resources are in place and cleared away at the end of the session.
- Assist with the display of pupils' work and classroom displays under the general guidance of the class teacher.
- Establish constructive relationships with parents & carers in consultation with class teachers.
- Support the role of parents in pupils' learning and contribute to meetings to provide constructive feedback with parents/carers on pupil progress or achievement.
- Administer routine tests and invigilate exams and undertake routine marking of pupils' work and homework under the guidance of the teacher.
- In liaison with the teacher, co-operate with other agencies and professionals to support achievement and progress of pupils.
- Provide general clerical or administrative support to the teacher eg administering coursework, producing and copying worksheets, collecting money etc.

Support for the School and the Curriculum

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person (eg Lead Child Protection Officer).
- Ensure all pupils have equal access to opportunities to learn and develop.
- Adhere to the school's mission and vision statement and make a positive contribution to the overall ethos, work and aims of the school. Support FACT+W (feedback, attitude, collaboration, teaching & learning plus writing) principles throughout the school.
- Promote positive values, attitudes and good pupil behaviour in line with the school's policy and encourage pupils to take responsibility for their own actions.
- Be aware of and support diversity and ensure all pupils have equal access to opportunities to learn and develop.
- Support the use of ICT in learning activities and develop pupils' competence.
- Attend and participate in relevant meetings as required, particularly a weekly 8.30am TA meeting.
- Participate in training and other learning activities and performance development as required.
- Assist with and take responsibility for the supervision of pupils in small groups out of lesson times, including before and after school.
- Accompany teaching staff, and take responsibility for pupils on visits, trips and out of school activities as required

- Undertake planned supervision of pupils in out of hours learning activities (eg sports events, School Journey, camp night).
- Staff at this level may supervise whole classes occasionally, during the short term absence of a teacher, where the primary focus will be to maintain good order and keep pupils on task with work left by the class teacher.
- To supervise pupil behaviour and safety in the playground at break and lunchtimes.
- Assist in the training and development of staff and act as a coach and mentor if required.
- Administer and organise Bike Ability courses and be responsible for the Junior Road Safety Officers.

Person Specification Senior Teaching Assistant (Level 3) Grade D

Experience

- Working with or caring for children of relevant age for at least a year.

Qualifications

- GCSE or equivalent Maths and English Literature qualifications.
- NVQ 3 for Teaching Assistants or equivalent qualification or experience.
- First aid trained (or willing to undertake training).

Desirable

- Training in relevant interventions eg Makaton, Colourful Semantics, Speech and Language
- Ability to speak a second language

Knowledge/Skills

- Use ICT effectively to support learning (eg Interactive Whiteboards, iPads, visualisers, digital cameras and other recording equipment) and have a good working knowledge of Microsoft Word, PowerPoint and Excel
- Full working knowledge of relevant policies and codes of practice. Awareness of relevant legislation in Education (Teaching Assistant Standards, Keeping Children Safe 2016, National Curriculum 2014).
- Understanding of how children best learn.
- Ability to assess pupils' needs and intervene appropriately.
- Ability to relate well to children and adults.
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.
- Regularly improve own practice/knowledge through self-evaluation and learning from others.

Agreed by Headteacher: Agreed by Teaching Assistant:..... Date:.....